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In grade 9 Ancient History is studied during the first semester, followed by Medieval History the second semester. It is hoped that most students will continue their history study in the 10th grade with Modern History based upon the cultural concepts presented in the 9th grade. Geography and civics are offered as one semester electives in 9th grade. The purpose of the geography course is to strengthen pupil knowledge in the application of geography to commercial, mechanical and vocational fields. This knowledge will be reinforced in 10th grade World History recommended as a sequel. Map and globe reading skills, picture reading, and observation and the understanding of the world as an interdependent whole should be fully developed. Civics is advised for the second semester immediately prior to junior high graduation. Units on self-study and occupations are to help with high school subject choices and vocational plans. The teaching of current events and contemporary affairs is included in the course. Specific skills to be developed, teacher suggestions, and course outlines are given for each of the subjects.

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

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SOCIAL STUDIES CURRICULUM

Junior High School

GRADE 9

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Grade 9 - ANCIENT AND MEDIEVAL HISTORY

One year, elective

Grade 9 - ANCIENT AND MEDIEVAL HISTORY

(One year, elective)

AIMS

1. To stimulate and broaden pupils' cultural interests and increase their appreciation of the great heritage of human arts and institutions.
2. To give pupils knowledge of the outstanding events, significant personalities, and cultural contributions of the world from primitive to early modern times.
3. To study the geographic setting of historic events and movements, in order to give historical depth to pupils' knowledge of the lands and peoples of today, and an understanding of how history has been made for good or ill by a combination of natural conditions and the human qualities applied to them.
4. To increase the powers of historical imagination; grasp of time, and cause-and-effect relationships; facility in getting and using historical knowledge, and other abilities which contribute to the understanding and the enjoyment of history.

SUGGESTIONS FOR THE TEACHER

To understand the world in which they live and to appreciate the heritage of present-day civilization, pupils should have a survey of the world's story as well as the required study of their own country's history. Many pupils taking this course will have had a foretaste of this story as a result of their elementary school experience, or perhaps in more or less similar work in some other school system, and they will also have had incidental contacts in other ways, in school and out, with things which happened some centuries ago or which come down to us from those earlier times. Drawing upon and adding a great deal more to such backgrounds, the two alternative programs of work in the 9th and 10th grades aim to make available to all pupils a more mature, systematic, and still interesting view of World History worthy of that name.

The year's work in Ancient and Medieval History is designed as the first half of a two-year World History combination which continues through the 10th grade. There is also a one-year course in World History offered in the 10th grade for pupils who are not already taking the two-year combination in this field. It is a responsibility of teachers of Ancient and Medieval History to make this course so valuable and interesting that pupils will want to continue this world story to its natural conclusion, through the 10th-grade course in Modern History. While it is possible to defer the latter course to the 11th or 12th grade, or to substitute the second semester of the one-year World History as a briefer treatment of the modern period, it is perferable for pupils completing Ancient and Medieval History to continue immediately with the year of Modern History in regular order.

While there should be considerable continuity of treatment in both the Ancient and Medieval and the Modern History courses as halves of a two-year sequence, it is natural that the study of the earlier periods should emphasize cultural appreciation while that of the modern period emphasizes present-day world problems and relationships in their nearer historical setting. Appreciation is one of the most difficult educational objectives to define and to measure in any formal way, but among its earmarks are active interests and enjoyment of more than a merely superficial sort. To help make the course an enjoyable one without becoming a snap course, it is important to arouse pupil's interest in acquiring the knowledge and skills which will not only

contribute to the appreciation aimed at in this course but will also be of use in other connections in and out of school. Some particular points to be borne in mind are contained in the statement of aims of the course as well as in the further suggestions below.

The course outline given on later pages of this bulletin does not attempt to give a detailed outline of subject-matter or enumerate minimum essential facts to be learned. Some such details are well standardized in an old and well established field of study like Ancient and Medieval History, but others are matters of differing opinion as to selection and arrangement which will still achieve desired aims by somewhat varying routes. While the textbook is not a substitute for a course of study, it may be accepted as an authorized presentation of these details which is conveniently in the hands of all pupils, to be adapted and enriched from other sources under the guidance of the teacher.

Pupils should be led to understand the importance of facts in history without being slaves to a memoriter type of history study. They should see that there are facts which the educated person is expected to know, sometimes perhaps for merely conventional reasons, but generally because they also link up with other facts and applications and enable a person to enter understandingly into the reading, conversation, and other contacts of the society of which he is a part. In addition there are many facts which need to be known temporarily and may be forgotten or only hazily remembered after they have served their purpose in the development of broader understandings and appreciations. Among those appreciations should be a respect for facts, accompanied by ability to refresh old ones and to find new ones when needed.

As one of two alternative offerings in the social studies in the 9th grade, Ancient and Medieval History is likely to be elected by the more academic-minded pupils. It should, therefore, be planned to stimulate the interest and give full exercise to the intellectual abilities of such pupils, without neglecting needed adjustments to individual differences for the benefit of pupils of lower academic abilities who may also be enrolled. For even the brighter pupils, in covering such a long sweep of history in a single year's work, it is necessary to be critical of the subject-matter selected, to eliminate details which may be mere traditional erudition or best left to more mature specialized study, and to emphasize those which have more relation to the cultural and civic interests of the citizen of today. There are many interesting parallels and causal connections which can be drawn between events and institutions of ancient and medieval times and those of today, without straining after such relationships so much as to give a distorted view or to interfere with the intrinsic human interest and broadening cultural value of studying those early times just as they were. In addition to making connections with present-day affairs in the history being studied, it is also recommended that some of the class time be devoted to the study of current events, not exceeding 45 minutes a week under the usual arrangements for such work.

As will be further commented upon in the course outline, the study of any major area or period needs to combine the study of its geographical setting, the narrative of important events, and the study of the modes of life and social institutions of the people. In part these three elements may be taken up in that order, but not too rigidly separated. As each country or region is taken up in the march of civilization, an introductory view of the map of the area and the geographical facts which influenced the

history should be followed up by frequent use of maps and reference to geographic influences as the story unfolds in that location. The description of life and institutions will be partly mingled closely with the story of events and partly separate in a topical survey and a consideration of interesting sidelights of the times which have just been studied.

Excellent supplementary reading materials are available for class use and for special-topic reports on life in ancient and medieval times, and also on biographies of some of the famous persons, and on the legends, myths, and other literature which can add to the interest and the understanding of history even though they are not historical truth in themselves. History of ancient and medieval peoples, biography of some outstanding individuals, and also some fictional sidelights from literature should be used (though with some care to avoid undue moralizing and stereotyping) to contribute to what is now commonly known as intercultural education, to appreciate the contributions of past and present peoples to civilization and to develop understanding of differing beliefs and actions, without being antagonistic or supercilious about them just because they are different. Tolerant understanding must not, however, be so misplaced as to weaken devotion to our ideals, and many things can be explained and even sympathized with in their historical setting without being considered acceptable for our own time and place.

Pictures and illustrative objects of various kinds can contribute much to the understanding and interest of past times. Some which cannot be brought into the classroom can be seen in museums, art galleries, the architecture of various buildings, moving pictures, and the reading matter which pupils may have access to or may recall having seen previously. Opportunities for drawing, construction, and dramatic presentations by the pupils themselves should be utilized from time to time, while avoiding lengthy projects which take more time and effort than the learning they directly produce or the stimulus they give to other learning will justify.

Training in the skills of history study should be systematically included in the detailed planning of teaching units. This should be done both by incidental practice in skills already fairly well learned and by some systematic teaching of skills which are relatively new to pupils or are found to need remedial attention. The usual skills of getting information by reading, observation, and investigation, of organizing one's knowledge, and of expressing what one knows, thinks, and feels in correct and effective English and in other modes of expression, are always in need of reinforcement and of up-grading to higher levels of maturity, without presuming too much on what the teacher may hope pupils have learned in previous grades. Well planned enlargement of pupils' vocabulary is important as both an aim and a tool of successful work in Ancient and Medieval History, and systematic word study instead of a hit-or miss approach to strange looking proper names and other words can be made interesting as well as effective in getting correct spellings, pronunciations, and meanings. The chronological sense and particular skills in the use of key dates, time diagrams, and other devices should receive special attention in a course which covers such a vast expanse of history, both because they are so useful as tools in this course and because of the opportunity for well motivated training here in skills which will be permanently useful in other connections.

COURSE OUTLINE

First Semester - ANCIENT HISTORY

Each of the customary three divisions of ancient history, centering on the Orient, Greece, and Rome, should receive approximately the time of one of the three report periods of the semester, or from five to seven weeks. While the first part may generally receive a little less time than either of the other two, it should not be hurried or slighted, because it contains the foundations of subject-matter, skills, and interest which, if well laid there, will facilitate the work of subsequent units in this and other semesters of history study.

I. The Beginnings of Civilization, with chief attention to the ancient Orient (Parts A, B and C below suggest points to be emphasized rather than any rigid division of the unit into successive parts. Teachers' preferences in regard to arrangement may differ, and the arrangement in the textbook will be one factor in this decision.)

A. Introduction to history. (While the topics here may be considered briefly as a general introduction to the course and in connection with a study of primitive man, they should also be developed further in connection with the study of particular countries and periods in this unit and in later units as well.)

1. Why and how history is preserved and studied; interest and practical value in history; written and other evidences of the past, and some of the difficulties in interpreting them truly.

2. Man's stages of progress (as to the use of stone and metal tools, and as to occupations from hunting and fishing upward), with special attention to primitive modes of life and early discoveries and inventions.

3. The chronological setting of man's story; the recording of time, and keeping track of time relationships; the customary periods of recorded history, against the vast background of geologic time and of man's prehistory.

4. The geographical setting of man's story; the lands and peoples of the earth in brief overview with particular reference to the locations of early civilizations.

B. Early civilized peoples. (A few striking periods of their history should be emphasized, rather than an attempt at tracing the history of these countries in full. Training the chronological sense in this unit should stress the appreciation of long periods of time and contemporary developments in different places. The geographic basis should stress the appreciation of long periods of time and contemporary developments in different places. The geographic basis should also be emphasized, including geographic factors in internal developments and in relations with other countries, and map locations of famous places. Identification of a moderate number of famous persons with their causes for fame will add human interest, even though biographical details are largely lacking.)

1. Egypt, emphasizing (a) the early period from unification through the Pyramid Age, and (b) the empire of the Thutmose and Rameses dynasties.
2. Mesopotamia and the adjacent highlands--(a) the two early periods of Sargon and Hammurabi; (b) the Assyrians; (c) Babylon in the time of Nebuchadnezzar; (d) the Persian Empire.
3. The middle peoples--(a) the Hebrews and their religious contribution; (b) spreaders of civilization through trade, the Phoenicians by sea and the Arameans by land; (c) brief attention to Asia Minor (Hittites, Lydens) and connections with the Aegean region studied in Greek history.
4. Other centers of early civilization--China, India, America. (See also A-4 above. The course in Ancient and Medieval History traces primarily the story of Western civilization, including the connected developments in the Near and Middle East. Other more distinctly separate civilizations may be brought in briefly here and elsewhere in the course by way of parallel or as actual connections were made. Fuller treatment of early as well as recent historical background is introduced when the Far East and other regions outside of Europe are stressed in the 10B semester of Modern History.)

C. Oriental civilization (This part of the outline, or some other grouping of the interrelated phases of human culture, may be applied to the study of the chief features of life and progress in particular countries in part B and then gathered together briefly at the end of the unit; or the topical study may be more largely at the end of the unit following a briefer handling of the story by countries.)

1. Material civilization; intelligence and initiative in using natural conditions to get a living for a settled population with something to spare for cultural advance; production, commerce, and living conditions.
2. Social organization; how customs and laws played a valuable part in putting order into human affairs, although sometimes interferring with needed changes; forms and services of government; social classes.
3. Religion, science, and morality; interpretations of nature, human duties, and immortality; some interesting myths; beginnings of monotheistic religion.
4. Language, the fine arts, and education; development of man's ways of communication with his fellows, expressing and recording his ideas and his sense of beauty, and transmitting and building upon his accomplishments from generation to generation.

II. <u>The Greeks</u>:

A. The background of Greek history
1. The geography of the Greek mainland and islands, and more broadly of the eastern Mediterranean region.
2. The story of the Aegean world of Crete, Mycenae, and Troy, and the overrunning of that civilization by the invading Greeks or Hellenes.
3. Life and thought of the early Hellenes, especially as reflected in the Homeric poems and myths and religious customs.

B. The story of the Greek city states

1. Greek life and government in the period preceding the Persian wars, as illustrated by the contrasting systems of Sparta and Athens, and by the expansion of trade and colonies.
2. The struggle between the Greeks and Persia; its significance in world history and its immediate effects on Greek life, as well as famous events of the wars.
3. Athens as a democratic city state and as an imperial organization in the time of Pericles.
4. How the city states of the Greek world wasted their strength in successive struggles for supremacy.

C. Macedonia and the Hellenistic Age

1. How Macedonia under Philip and Alexander took control of Greece and then conquered the Persian Empire.
2. The Hellenistic world and its influences before and after it was annexed to the Roman world.

D. Greek civilization (These topics may be covered in connection with particular periods of Greek history above, or in a closing topical study, or to a considerable extent in both ways.)

1. Everyday life of the adult citizens, of young people, and of subordinate classes in the population.
2. Greek thought as influenced and reflected by some famous Greek philosophers, poets, dramatists, historians, and orators.
3. Greek art, its importance in Greek life, and its preservation and influences today.

III. <u>The Romans</u>

A. The background of Roman history

1. Geographical background; Rome, Italy, and the wider region to which Roman influence spread.
2. Interesting legends and archeological finds which tell about earliest Rome and her neighbors.

B. The Roman Republic

1. How the ideals and customs of early Roman life (strong family life, practical work, and stern virtues) and the development of constitutional government through two centuries of struggle between patricians and plebeians laid foundations of leadership.
2. The conquests of the Roman republic (successively over Italy, Carthage, and the Greco-Oriental world) and how they brought about a helpful interchange of culture but also serious weaknesses in Roman life and problems in the conquered lands.
3. The last century of the republic; how reform agitations and the change from constitutional government to personal leadership ended the republican era.

C. The Roman Empire

1. The early empire; some high spots in the story from Augustus to Marcus Aurelius.
2. The imperial system, with emphasis on the elements of strength and permanent influence; government and law adapted to imperial needs; language, literature, art, and engineering; civic pride and economic enterprise until gradually weakened by despotic controls and other circumstances.
3. Leading events and changes in conditions in the later empire, and the various factors which contributed to its downfall.

(Most of the topics should be handled here as preliminary to their further development in the medieval period in the next semester--the rise of Christianity, infiltration and invasion by Germans and other tribes, the Byzantine East, economic changes leading toward feudalism.)

D. A closing view of ancient civilization (Some gathering together and reviewing of the accomplishments and the modes of life of ancient peoples should close the semester; and at the discretion of the teacher some of the more detailed class study and special-topic reports on such matters as especially in B-1 and C-2 of this unit may be placed here in a closing topical study of Roman civilization with comparisons with other ancient peoples.)

Second Semester - MEDIEVAL HISTORY

The period covered mainly in this semester is from the fifth to the seventeenth century, including about two centuries of the early modern period which are best handled in rather close continuity with the closing centuries of the Middle Ages in the traditional sense of that term. There is no hard and fast dividing line between the early medieval and the medieval-modern divisions in the following outline and in the textbooks, but the time of the Crusades may be conveniently thought of as linking the two divisions as the Crusades themselves both reflected and influenced the transition which was then going on in the West. It is more important that good connections be made between the earlier and later developments in particular countries and on particular topics than that they should be separated at any specified point. Geographically, the greater part of the semester will be devoted to western Europe, with perhaps about three weeks devoted to the Near and Middle East (see unit V of the outline) and the usual attention to the spreading of contacts to other parts of the world near the close of the Middle Ages.

IV. The Early Middle Ages in the West

A. The great migrations

1. How the Roman world was overrun by the Germans and some more eastern peoples; a general view, with special attention to the earlier movements (Goths, Vandals, Huns, etc.), and with such review of Roman History and its background as may be helpful (especially if summer vacation has intervened since the previous semester's study).
2. The character of the early German peoples as seen in their legends and myths, in contemporary Roman accounts, and in other evidences.

B. The Germanic reconstruction of western Europe (The story here should connect with later developments, especially as covered in VI-A, and some shifting of material from one unit to the other may be made at the option of the teacher.)

1. The rise of the Franks, through the imperial restoration and cultural revival under Charlemagne.
2. The break-up of Charlemagne's dominions, and the establishment of a loose empire in Germany and Italy and feudal monarchies in France and lesser countries.
3. The British Isles, from the Celtic and Roman background through the Anglo-Saxon kingdoms and the invasions of Danes and Normans.
4. The Northmen in Scandinavia and in their widespreading migrations and influences elsewhere.

C. Life in the feudal period:
1. The general character of feudalism, including personal, land-holding, and governmental relationships.
2. The nobles, castle life, and chivalry.
3. The manor as the economic unit, with chief attention to the life of the serfs and other peasants.

D. The medieval Church:
1. The importance of the Church organization and activities in medieval life.
2. Monasticism in its various forms, and the services of the monks in preserving and spreading civilization.
3. The Papacy in the religious organization of western Christianity and in its relations with the secular rulers of the time.

V. The Middle Ages in the Near and Middle East. (While the topics here will not be given as much time as either IV or VI, they should not be merely incidental to or too much overshadowed by the story of western Europe. They may be taught in several segments along with the story of the West, but treatment as a separate unit has advantages in giving a consecutive view of events and conditions in a region partly distinct from and yet variously linked with the West down to its increased importance in world-wide affairs of the present day.)

A. The Byzantine Empire, with emphasis on such high spots as the revival under Justinian, and the long service of the empire and also the Greek Church as a bulwark and a distributing center of European civilization.

B. Mohammedanism, its background and rise, its characteristics as a religion, the spread of Islam as a military and political power, and the contributions of the Moslem peoples to medieval and later civilization.

C. The Crusades, including their causes and effects in both West and East, and some famous and interesting events of particular expeditions.

D. Later developments, especially in the Turkish and Mongol invasions, and connections with the Slavic and Moslem portions of today's world.

VI. The Later Middle Ages and the Beginnings of Modern Times

A. National development and other political history, chiefly from the twelfth to the fifteenth century
1. Britain from early Norman times through the Wars of the Roses, emphasizing the growth of political institutions (Judicial procedure, Magna Carta, Parliament) and the political geography of England's relations with the rest of the British Isles and with France.
2. The development of national monarchy in France) centering largely around the Hundred Years' War).
3. Briefer attention to other parts of Europe, especially the political and geographical setting of Spain, the Hapsburg empire, Switzerland, the Low Countries, and the German and Italian cities which figured prominently in the Renaissance and the Reformation.

B. Economic expansion
1. The revival of town life, including the guilds, banking and other business institutions, and the part played by the

towns in political changes of the time.

2. How trade routes and relationships were developed by the cities and states of the later Middle Ages.
3. How trading interests led to exploration by Europeans in far parts of the world. (The story of discovery and colonization usually taught in early American history should not be duplicated here in detail, but should be reinforced in its setting of European and World history.)

C. Our intellectual and artistic heritage, with chief attention to the Renaissance and the transition to modern times, but with rounding out of the earlier medieval background in connection therewith
   1. The development of national language and literatures from the troubadours to the printed book.
   2. Medieval learning; the universities and other education; scholasticism, humanism, and beginnings of modern science.
   3. The fine arts; architecture, sculpture, painting, music.
   4. Popular customs and beliefs (to bring in further sidelights on medieval life if not sufficiently covered elsewhere).

D. Religious and related political changes, centering upon the Reformation period
   1. Prelude to the Reformation in the religious controversies of the fourteenth and fifteenth centuries.
   2. The Protestant Reformation (Lutheran, Calvinist, and Anglican) and the Catholic Counter Reformation.
   3. The religious wars which also remade the state system of western Europe by the end of the Thirty Years' War.

E. Britain from Elizabeth to the early Georges (In the division of work between semesters, the story of the British Isles is carried further in this semester than the story of the Continent. Continental events after 1648 will be touched only incidentally in 9B and more systematically covered in the 10A Modern History.)
   1. The culmination of Tudor England in the reign of Elizabeth.
   2. How the quarrels of the Stuarts and Parliament led to Civil War and the Commonwealth and to the foundations of more permanent changes.
   3. How the Glorious Revolution of 1688 and events of the early eighteenth century set the main pattern of the United Kingdom under modern parliamentary rule.

Grade 9 - CIVICS

One semester, elective

Grade 9 - CIVICS

(One semester, elective)

AIMS

1. To develop in pupils high standards for community living, and to impress upon them their duties and responsibilities as members of groups in which they live or with which they associate.

2. To give pupils a real appreciation of the many services which they receive from governmental and private activities of their fellow citizens, and practical knowledge to enable them to cooperate effectively with the individuals, agencies and groups involved.

3. To guide and assist pupils in studying their own abilities and interests, the opportunities which lie ahead of them, and the preparations they should make for satisfying and rewarding vocations, a happy family life, and wise and proper leisure activities.

4. To develop among pupils, through practice in school activities and in community contacts, the techniques of group thinking and group action which will stimulate and assist them to take a more active and wiser part in neighborhood and community activities.

5. To reaffirm the respect for and the importance of the individual; to nurture a moral and spiritual approach to living in the home, in the school, and in the community; to recognize that the spiritual and moral values of living hold a great and tangible reward for all.

6. To cherish and defend American ideals and way of life; to promote widespread participation in the democratic process, especially voting; to recognize that each right implies a corresponding responsibility.

SUGGESTIONS FOR THE TEACHER

This course in Civics will commonly be taken in combination with a semester of World Geography to make up a year's work in the social studies for regular pupils who do not take the Ancient and Medieval History in the 9th grade. The Geography and the Civics may be taken interchangeably, but there are advantages in teaching the Civics in the second semester, immediately before graduation from junior high school, with the units on self-study and on occupations so placed as to be most meaningful in connection with the guidance procedures relating to choice of high-school subjects and to vocational plans.

Civics as a broad area of study is included in numerous places in our curriculum, and this separate course under the title of Civics is an additional opportunity which many pupils will have beyond those afforded in our required courses and in some electives under other names. Recent course revisions have afforded more time for work of this sort in the required courses in the 7th and 8th grades and also in senior high school. Civics in the more limited governmental sense is a major part of the 8th grade course of study in American History, and is again treated in the senior high school required course in American Government. Community Civics, which continues to be especially emphasized in 9th-grade Civics has foundations in the unit on the District of Columbia in the 8th grade and in the

social studies of the elementary grades. Economic (including occupational) aspects of Civics have foundations in 7th grade U. S. Geography, and are further treated in electives in senior high school (particularly in Sociology I's unit on occupations as well as other topics similar to those in Civics but at a more mature level).

An additional course in this field in the last year of junior high school should render a valuable service in checking up, filling gaps, and otherwise strengthening the results of previous study. It should also enable pupils to expand their knowledge along lines of special interest and value to them, to apply their knowledge systematically to their own individual needs and abilities, and to develop in them civic competence and a sense of civic responsibility through participation in class, school, and community activities for which there may not have been enough time or enough maturity or interest in the earlier years of junior high school.

It is to be expected that a wide variety of ability will be represented among the pupils, and especially the average and below-average in respect to academic ability and interest, for whom an additional semester's work in this field may be particularly needed, and all the more so if they happen to be among those pupils whose school careers will end soon. While the 9th grade is not so much a terminal or near-terminal grade for pupils of low ability or low economic status as it once was, the course must be planned to serve effectively the needs of early-leaving pupils and still be good education for pupils who will have a chance to take considerable more work in the social studies before finishing their formal schooling. This course should have a wide enough range to be a challenge to pupils of varying abilities, with opportunities for greater learning and for larger contributions to the work of the class by the more capable students.

According to present curriculum arrangements, the pupils in Civics will be largely those who have picked business, shop, or home economics as a field of specialization, although the vocational interests of most of them can hardly, at this age level, be regarded as fully defined and settled. This course should recognize and use such interests, already formed or still in the making, and should articulate with the other courses which the pupils are taking in their particular curriculum combinations. Most of them will be taking at the same time the courses in General Business and in Commercial Arithmetic, and will have had the 8th-grade course in Fundamentals of Business, and these introductory courses in the business curriculum include some treatment of vocational choice, consumer problems, and other aspects of economic civics which the teacher of Civics should know about and articulate with.

The fact that most of the topics suggested for this course are presumed to be included also to a considerable extent in other courses and in the guidance program of the school, permits much flexibility in choosing emphases and time allotments for the additional treatment they are to receive here. The most effective teaching of Civics has generally been done by teachers who have taken considerable initiative in adapting the general idea of the course to fit the needs and abilities of particular class groups and to take advantage of current interests which will lead to fullest pupil participation. The outline herein includes topics which have been found most desirable by experienced teachers of the subject. Ordinarily there will be two centers of chief emphasis, one on the local community and the other on occupations, units II and V respectively as here outlined. For the latter, and for unit IV on self-study, there should be close cooperation with the guidance counselor and with the arrangements for administering

standardized tests in the school. For both occupations and consumer interests (unit VI), which may also be made a center of emphasis, there should be planned articulation with the work of other courses, such as the business courses referred to above, in which these economic topics are also being treated.

This course is not designed to follow any one textbook particularly, though all pupils should have a basic Civics text for systematic study of some topics and for incidental reference or lighter reading on other topics which may be regarded as less important, or as more largely covered in some other course (such as the unit on government in the 8th grade). Supplemental texts or pamphlet materials will generally be needed for fuller information on occupations; and supplemental printed matter (documents, newspapers, etc.) to bring the community study down to the specific facts about the city of Washington. For additional aids on these points, consult the Washingtoniana Room, D. C. Public Library or the U. S. Library of Congress.

From the nature of the course, as well as from the limitations of some pupils' intellectual abilities, it should not be a bookish sort of a course, but should emphasize actually seeing and doing things, both during class time and in out-of-class assignments. The organizing of the class should not be merely to resemble the structure of some governmental or other organization in dealing with adult civic matters, but actually to carry on the work of the class itself, and to consider and cooperate with the activities of the student council and other organizations of the school. This will add realistic interest to the class work and also render practical service. Visiting the neighborhood citizens' association or other community groups, as well as governmental bodies and industrial establishments in Washington and vicinity, has been successfully organized and carried out as a part of this Civics course.

A main consideration throughout the course should be the application of the topics to the individual needs of the pupils, and this individual emphasis should be coupled with a social emphasis as well. The pupil should consider how the matters treated are ones which concern him individually and the plans for his own future. They affect him, however, through his adjustments to and participation in the groups of which he is or will be a part. The social relationships he is studying are not to be viewed academically as if detached from him, or as merely involving him vaguely as part of a social mass. He should approach this course as helping him to know more about his own abilities, interests, and opportunities, and how he can take from this course a knowledge of and appreciation for the essentials necessary for successful living in a highly complex society.

COURSE OUTLINE

I. The Individual in His Relationship to Society.

A. Rights and duties of the individual

1. Our rights and freedoms as residents and as citizens of America, and how they are protected for us.
2. Our duties to the government and the law.
3. Our responsibilities and opportunities for sharing in productive economic work and in voluntary activities for group welfare.

4. How we can work, in school and out, toward being well-informed and straight-thinking citizens, and acquiring skills and interests for playing our part in society.

B. Social groups of which the individual is or may become a member (a general introductory view, with possibility of some fuller treatment here of group relationships not especially covered in later units)

1. The home or family group as a basic unit of society; its adult and younger members and their services and benefits.
2. Other face-to-face groups, organized or informal, which the pupil belongs to or knows that older persons belong to, in school, church, neighborhood contacts, clubs, working groups, etc.
3. How social life extends to more complicated and partly distant relationships, through government, economic system, etc.

II. The Community

A. Community planning

1. The meaning and need of planning; its costs matched against the costs and dangers, both material and social, which come from lack of planning.
2. Characteristics and examples of well-planned communities, and how various governmental and private agencies share responsibilities in planning and carrying out plans.

B. Community problems such as health, housing, zoning, beautification, transportation, traffic, law enforcement, fire protection, education, recreation, charities. No formal outline is given here, as the selection and organization of topics from among the many possibilities will vary according to the live issues currently before the public and other interests of the particular class. There should be some general view of the field (which may be provided in II.A above), and more intensive study of some selected topics. The chosen problems should not only be valuable in their own content, but should be so handled as to stimulate wider civic interest and to give a familiarity with the ways a citizen can go about studying and acting on civic problems. The number chosen should not be so great as to spread the study out too thin or to encroach on time needed for other parts of the course, even though more time will ordinarily be given to this unit than to any other single unit in the course. Individual and committee reports can be used on topics and sub-topics not chosen for study by the whole class. Some community services which are primarily governmental may be reserved for attention in III.A, or the study of local government may be more largely combined with unit II if preferred.

III. Government

A systematic study of our local or city government can grow naturally out of the frequent attention to particular governmental agencies dealing with community problems in the preceding unit. By an alternative arrangement, it could be made a part of Unit II, leaving III to cover the "wider community" of the nation and of world relationships. Both B and C are largely review of

the study of American government and our foreign affairs in the 8th grade, to be reinforced here with opportunity for further study of particular topics in which the class shows special interest or which the review shows to be weak spots in need of extra attention.

A. Local government (particularly as found in the District of Columbia, but with some reference to suburban areas and to typical local government arrangements elsewhere)

1. Present organization of the District government; the set-up of local officials, and relationships to Congress and other federal agencies, local law-making, taxation, and appropriations; discussion of any current live issues about changes in the District government.
2. Particular branches of the District government and the services they render (educational, engineering, protective, regulatory, the courts, etc.), so far not sufficiently covered in connection with community problems in the preceding unit.
3. How the individual citizen and local civic groups can play their parts in local affairs of the District.

B. How the United States is governed

1. Principles of a democratic republican form of government.
2. Organization and work of our federal government.
3. Relationships of the states and the federal government.

C. World relationships

1. Economic and other interdependence of countries.
2. Political and diplomatic relations between countries.
3. The United Nations and other world-wide regional organizations for international understanding and action.

IV. Individual Self-study

The teacher should consult the counselor and testing chairman of the school to utilize their facilities and advice, and to fit this unit in with the guidance program of the 9th grade. The unit should have special bearing on the making of wise educational and vocational choices, but should also consider other things which the pupil of this age should understand about himself for success and satisfaction in life.

A. Characteristics which the individual needs to recognize as influencing his or her success and satisfaction

1. Physical health and safety, useful physical abilities, and other physical characteristics.
2. General and specialized mental abilities and aptitudes, and their effective use both in school and out.
3. Character, interests, and personality traits which influence the results which the individual will get from abilities.

B. Demonstration and interpretation of any tests of some of these characteristics which can be appropriately handled in the class group, as well as class discussion of the records from other tests given elsewhere.

C. What to do about the findings of self-study

1. Choosing a situation in which there is good chance of success; vocational, educational, and other choices.
2. Developing one's strong points and making good use of them.
3. Correcting, avoiding, or compensating for weak points or handicaps.

V. Occupations

A. General view of occupations (drawing upon and extending, with particular reference to the individual's own vocational outlook, the view of the world's work provided in geography and other previous courses):

1. How the world's needs provide a great variety of job and career opportunities.
2. How occupations are classified according to types and levels of abilities required and other characteristics affecting a wise vocational choice.
3. The changeability of the occupational outlook; current trends; the need of adaptability.

B. More intensive study of selected occupations of interest to particular pupils.

1. Qualifications which the worker should have.
2. Advantages and disadvantages for the worker; working conditions, pay, prospects of advancement, etc.
3. Opportunities in this line in Washington and elsewhere, in the near and distant future.

C. Preparing for occupational life

1. Educational preparation; choice of school and courses.
2. Temporary jobs and other try-out experiences.
3. How to find and keep a job.

VI. Economic Citizenship

A. Our economic system and some of its successes and problems

1. A general view of how we combine natural resources, labor, capital, and enterprise to produce the goods and services we need, and get them into the hands of the users, with returns to the producers.
2. Some particular economic problems, such as conservation, labor relations, business organization. (The treatment here will be

generally quite brief, largely to review some of the economic problems which appeared in the history and geography of previous grades, and to connect them with the general view just given and with the vocational and consumer aspects which are emphasized in this Civics course.)

B. Consumer education -picking out for special study some of the economic problems which relate to being a wise and effective consumer

1. Standards of living; needs and wants; budgeting to secure a wise use of the family income.
2. Wise buying; consumer information and protection; cooperatives; economical use of what we buy.
3. Looking out for the future; thrift and security.

VII. The Teaching of Contemporary Affairs and Current Events

The teaching of Civics can be greatly broadened and enriched by the introduction, inclusion, and study of recent events and trends. Current affairs or events should be studied regularly throughout the school year, in order to help pupils understand important current problems, to enable them to see how these problems affect their lives, and to assist them in developing a sense of civic responsibility toward the solution of these problems.

A. Some educational values in teaching current events

1. Pupils have an opportunity to develop an interest in and understanding of world happenings.
2. Current events help to integrate the past with the present.
3. It provides an opportunity for pupils to identify and evaluate important issues and problems.
4. An awareness of and study of current problems help pupils to develop good citizenship habits. (desirable attitude toward civic problems)
5. Pupils can develop good reading habits to be carried over into adult life. These include reading for comprehension, critical analysis, and recognition of propaganda.
6. Intelligent reading properly guided usually creates a desire for further knowledge.
7. It may motivate pupils to read extensively as a leisure time activity.
8. Discussion of world problems provides an opportunity for pupils to develop the ability to reason and differentiate between fact and opinion.
9. The democratic ideal is furthered when pupils learn to exchange ideas and respect the opinions of others through debate, discussion, etc.
10. Pupils develop an appreciation for the American way of life. (freedom of speech, assembly, petition, press, etc.)

B. Advantages in the use of current events periodicals

1. Pupils can learn to compare and recognize good periodicals.
2. Periodicals designed for school use are generally distributed weekly; therefore, present the news in capsule form for a given period.
3. School publications are printed in graded series. A teacher may select a magazine to meet the level of comprehension of her pupils. (Reading, vocabulary, I.Q. etc.)
4. The news is presented in its historical or geographical setting. A background is supplied so that the pupils can understand the news.
5. Publications for schools are reliable, and are written by authorities in the field.
6. Current events publications in the classroom make it possible for the teacher to exercise greater control over making assignments and more effectively guide the class in the concepts or understandings to be developed.

C. Some suggested procedures and activities

1. Encourage students to select and report on topics of their own choice (if they are mature enough) from the daily newspaper or the weekly classroom magazine.
2. Demonstrate before the class how to read an article critically.
3. Prepare a weekly glossary of names, places, and events.
4. Maintain an ever changing news bulletin board.
5. Promote debates of important current issues.
6. Provide opportunities for dramatizing or re-enacting important events in the news.
7. Plan a current events match after the manner of a spelling match.
8. Create opportunities for creative expression by allowing the students to draw cartoons which interpret current issues.
9. Utilize television programs and news broadcasts wherever possible.
10. Bring into the classroom resource people from the community who could help make the news vital and exciting through their varied opinions and interpretations expressed during a question and answer period.

Grade 9 - WORLD GEOGRAPHY

One semester, elective

Grade 9 - WORLD GEOGRAPHY

(One semester, elective)

AIMS

1. To give pupils an increased and well-rounded understanding of the fundamental factors and concepts of geography as a social science based upon the natural relationship between earth and man.

2. To study the relationship between natural conditions and human living in various parts of the world, chosen as important and interesting in themselves, as illustrative of geographical principles, and as affording an excellent opportunity for sound thinking about men and their environment.

3. To equip pupils with specific knowledge about parts of the world outside of the United States, needed in preparation for later courses dealing with world and United States history, and for intelligent citizenship and cultural enrichment in an interdependent world.

4. To develop the following general understandings:

   * man lives in an ever changing world
   * the geography and history of the world are closely related
   * the varied ways of living in the world are conditioned by who-where and the degree of civilization
   * all people, everywhere, are interdependent
   * community living is a common experience and a common problem for all mankind
   * the economic aspects of life are of vital concern to men everywhere
   * world wide cooperation is a highway leading to a better, and more peaceful world.

5. To develop as fully as possible the following specific skills:

   * reading skills, main idea, visualizing through reading the real places and people, correct associations, following printed directions
   * picture-reading skills, landscapes, people, places, objects
   * direct observation skills, learning to know and appreciate the surrounding physical world
   * maps and globe reading skills, the ability to understand direction, distance, scale, symbols, relative location

* skill in reading statistics and graphs

* skill in geographic thinking, skill in speaking, writing and spelling geographically

SUGGESTIONS FOR THE TEACHER

This course has close relationship with the seventh grade course in the Geography of the United States and with the tenth grade course in World History. The seventh grade course studies the United States primarily (although with due regard to its world setting) and its natural sequel is a course which treats more directly and extensively the other parts of the world and rounds out the view of the world as an interdependent whole. The geographical factors and principles which were studied in the seventh grade and in earlier courses can now be advantageously reviewed as they are applied to a wider variety of geographical conditions than those to be found within our own country. For slow learners this course affords an extra opportunity to secure a basic knowledge of geography such as pupils of greater ability may have been able to secure by the end of their last required course in seventh grade U. S. geography. Pupils of greater ability who elect this 9th-grade World Geography will have opportunity in it to extend their knowledge along lines of their interest in geography as a general-culture subject and in its applications to the commercial, mechanical, or other vocational fields they are presumably already studying. The knowledge of geography gained in this course will be further strengthened in the 10th-grade World History, which combines with the 9th-grade Civics and World Geography to make the recommended two-year program in the social studies for non-academic pupils. College-preparatory pupils will for the most part be taking in the 9th and 10th grades a two-year sequence in the history of the World in which geographical backgrounds will have considerable emphasis, and all pupils, whatever social-studies electives they may take in these two grades, should thus have a good fundamental grounding in geography. For those who wish additional high school work in geography an elective in Advanced Geography is offered in the 11th or 12th grade.

This 9th-grade course needs to be worked out with recognition of certain factors regarding the pupils who will be most likely to enroll in it. The pupils will be largely those who have elected business, shop or home economics as a field of specialization, although the vocational interests of many of them may not be regarded as fully defined and settled as yet. Correlations should be made with those interests and with courses already being taken in those fields, through the view of commodities, occupations, and trade relationships of the world, linked with the occupational information and other vocational guidance in 9th-grade Civics as well as the American commercial and industrial geography in the 7th grade. It is to be expected that a wide variety of ability will be represented among the pupils, but especially the average and below-average in respect to academic ability and interest. Furthermore, while the 9th-grade is not as much of a terminal or near-terminal grade for pupils of low ability or low economic status as it once was, the course must serve effectively the needs of early-leaving pupils and also be good education for pupils who will have a chance to take considerable more work in the social studies before finishing their formal secondary education.

The course in World Geography will need to be carried out by a judicious combination of three types of organization recognized by specialists in geographic education——organization by regions or particular portions of the earth's surface; by particular commodities and related human activities in which resources are converted to human use; and by factors in the natural environment. (See Thirty-Second Yearbook of the National Society for the Study of Education, pages 120-3, 131-2; and committee report of the National Council of Geography Teachers in Journal of Geography, February, 1945, pp. 54-55) Organization of a course mainly by geographic factors (mathematical geography, climate, land and water forms, etc.) is commonly regarded as most difficult of the three types, and as dependent on a relatively mature type of interest; but such treatment is appropriate for a foundational unit to start the semester's course and can be followed up in later portions of the course to such an extent as the ability and interest of the pupils may be found to justify. The opening unit, motivated by considering some matters of current geographic interest and the types of geographic knowledge and skill which enable us to understand and apply them, will refresh some of the systematic ideas and terminology of geography studied in earlier courses in social studies and in science, as a basis for further development and use of them as applied to particular regions, resources and activities. Geography is both a social and a natural science; in this course (as indicated by no. 1 of the Aims) it should have the social-study emphasis while necessarily drawing extensively upon and adding to pupils' knowledge of the natural environment of mankind.

The second of the three types of organization listed above, by commoditie and activities (or what is commonly known as the industrial type of organization in geography) is the one most largely used in the 7th grade course which deals primarily with the geography of the United States. Where a world-wide range is being covered, some separate study of successive portions of the earth is needed to break the content into understandable units for young students; but the regions to be studied should be chosen and arranged to illustrate in succession the principal human activities as most strikingly and significantly related to different geographical conditions, instead of taking up the continents and countries of the world in sequence around the map.

There should not be too even, thin, and encyclopedic a covering of the many parts of the world which illustrate the kinds of human activity or the natural geographic factors being studied. More effective learning will result from intensive study of relatively few parts of the world which especially well illustrate these activities or factors, to be followed by a much briefer attention to some other places as additional illustrations of the same with variations. The parts of the world chosen for intensive treatment should be well distributed so that, with the briefer mentions of lands near by or otherwise related, the final result will be without any major gaps in a view of the world as a whole, even though it necessarily leaves uncovered many details about particular places and about geographic science which would be nice to know but which have a lower priority for a non-specialist geography course at this level. Regional type studies are emphasized in units II to V of the course outline; and, with this foundation, pupils should be well prepared to round

out their view of the world's map and take more sweeping views of resources and commerce in the closing units of the course.

The selection and treatment of regions and of geographic types should also take into account the extent of previous study which pupils will be found to have made of them. For the sake of good motivation as well as economy of time, there should not be too much repetition of emphasis on countries emphasized in previous grades, either from a disparaging assumption about how much has been learned and remembered from earlier courses, or just because these seem to be the standard examples to use. On the other hand, no significant parts of the world should be left out entirely as having been sufficiently studied before, because important learnings need to be refreshed from time to time and supplemented on more mature levels. Some parts of this course are naturally reminiscent of the contrasting and picturesque regions — cold countries, deserts, jungles, mountains and lowlands ——— commonly used to introduce pupils to the world's geography in or about the 4th-grade, but the time elapsed opens up plenty of possibilities for fresh approaches and more mature understanding. It is to be noted that this course does not emphasize Latin America and the British Commonwealth in the way it might be expected to do if it were not for the special attention commonly given to those parts of the world in the 6th-grade (which is a year's work dealing with selected important parts of the world outside the United States) and also in the geography of the 7th grade. These countries are not neglected however, as appropriate connections are made with them in all units of the course.

Maps of various kinds should be in virtually continuous use. Globes should, of course, be included as well as flat maps. Pupils may well make some acquaintance with newer and stranger types of maps, but it is most important that they should feel at home with the standard sorts of book and wall maps and able to locate places on them and get information from them as needed. As means of learning as well as giving evidence of what they have learned, they should be able to put information on printed outline maps and also occasionally on maps which they may sketch or more carefully draw for themselves to show and to fix in mind certain selected facts. Desk outline maps of the world, of all continents, and of several particular countries are available on requisition by schools.

Good use should be made of pictures of various kinds, of simple apparatus for demonstrating geographic facts and relationships, and of other tangible articles which can be seen and handled in the classroom or elsewhere to give concreteness to the lands, peoples, materials, and modes of life otherwise represented in words, figures, and map symbols. Class members and also occasional visitors who can provide pictures, materials, and personal accounts from countries with which they have contacts through ancestry, friends, or their own travel, will contribute to this concreteness and to the inter-cultural value of the work sympathetic understanding of other peoples with realism about the conditions which provide both difficulties and favorable opportunities for living together in an interdependent world.

COURSE CUTLINE

I. The Globe on Which We Live. The earth as a heavenly body with certain shape, size, position, and motions which affect human life. (The materials and forces within the earth are additional characteristics of our globe which will be systematically considered later in Unit VI). The following three phases should be worked together into this introductory unit, preliminary to the further development of all three of them in connection with particular parts of the world studied intensively in subsequent units. Because of this interconnection, this unit can vary in length from a brief global introduction up to a more extended study of certain aspects of the world as a whole, according to the wishes of the teacher and the interests and prior knowledge shown by the pupils.

A. Taking notice of places in various parts of the world which are of special current or permanent interest, as a basis for choosing those to be more fully studied, and to motivate the refreshing and extending of knowledge about maps, climate, and other topics needed to locate and understand those places.

B. Mathematical facts of the earth, and their representation on maps. The earth's spherical surface, and ways of showing it on globes and flat maps. Important kinds of maps and map symbols. Locating places and determining directions, distances, and time relations on the earth and on maps, with the help of latitude, longitude, scales, etc.

C. How the shape, astronomical position, and movements of the earth produce climatic differences (and also some other effects, such as tides, electrical conditions, etc). Sunlight belts in relation to latitude, and how their climatic effects are modified by the interrelated influences of land and water features, air pressure and movements, and moisture.

Units II to V suggest covering the principal portions of the earth in two pairs of groups. The first pair covers those parts whose relatively extreme climatic conditions render them less suited to the uses of large populations, but which are of interest as illustrating most strikingly the applications of climatic principles (to which an introduction was given in unit I) and as representing the less developed parts of the world whose future possibilities are subjects of current study and speculation. The second pair deals with the more densely populated areas of the earth and what their peoples have done with their geographical opportunities. While the arrangement is broadly regional, there is also a partial correspondence to the so-called industrial arrangement, with emphasis on hunting, fishing, grazing, and simple agriculture in II and III, and on more advanced agriculture, manufacture, and trade in IV and V (to be further developed in a different type of unit organization in VI and VII). There are some logical and pedagogical advantages in the order as given below, but it would be quite possible to start with any of the units in which an initial interest is aroused, and to follow with the others in any order. There are interconnections and contrasts between the various units, including some over-lapping territory which helps to bind them together in an interdependent whole and which makes it desirable to leave them with rather flexible limits such as teachers will be free to vary so long as the essentials are covered.

II. The Colder Parts of the World. (The treatment will be chiefly of the colder latitudes, but other places which are cold because of their altitude will naturally come in for incidental attention).

A. Why the arctic and antarctic regions have been and are now of interest to the more populous areas of the world (transit routes, scientific knowledge, resources, climatic effects reaching out to other areas).

B. Why these regions are cold, and how their coldness and other climatic features are varied by land surface, oceans, and seasonal changes. The three characteristic regions of ice cap, tundra, and forest (taiga), and how they are distributed in north and south latitudes (and also in the corresponding altitude zones of mountainous regions).

C. Making a living in the northern forest and tundra regions; dependence on animal and plant life adapted to the climate; possibilities of farming in milder sections, and of mineral development.

D. The seas of the cold latitudes, and their use of fishing and trade by seafarers of both adjacent and more distant lands.

III. Between the Equator and the Tropics. (This unit not only balances the preceding one in studying the effects of contrasting climatic conditions, but also fits into the regional plan seen in the next two units which center upon Asia and Europe. Unit III is substantially a unit on the continent of Africa and on the corresponding climatic areas of the Americas. Similar climates east of Africa provide a link with unit IV, and pupils' knowledge of both Africa and the Americas will be strengthened by additional attention in V-D and in later units.)

A. How climatic factors operate in the middle regions of the earth to cause the belts of rain forest, grasslands, and deserts (as illustrated most fully in Africa and less completely in the same latitudes elsewhere).

B. Living in the tropical grasslands and forest regions of Africa and America; what the indigenous peoples and the newcomers from elsewhere have been able to do, and may do in the future, to use the advantages and counteract the disadvantages of these regions. (See connections with IV-B and V-D below.)

C. The very dry parts of the earth; climatic causes, living conditions, and developmental possibilities in the tropical desert belt and also in desert regions of other latitudes.

IV. Asia's Teeming Millions:

A. A general view of the continental mass of Asia with its adjacent islands, its range of climatic and other conditions, and its importance by area, population, and resources in the world's future.

B. India, southeast Asia, and nearby islands; tropical lands of the monsoon climate, in which dense populations have long been maintained, though with difficulties, in a mainly agricultural economy.

C. China and its dependencies; the characteristic life of the densely populated coastal plain and river valleys, and the wide variety of other geographical conditions in the Chinese region as a whole.

D. Japan; the combination of the native economy and culture of a Far Eastern land with extensive borrowings from Western industrialism.

V. Europe and the Europeans. (This unit need not be as long as might otherwise be expected, since much of European industry and trade is emphasized from a different approach in units VI and VII. This unit is, however, important to strengthen the foundation of regional geography for these later units, and also for the course in World History which most of these pupils will presumably be taking in the 10th grade.)

A. The Mediterranean region; its great importance in the early days of European civilization, and its altered but still important role in the days of modern industry.

B. Central and northwestern Europe; the various countries and sections characterized by intensive agriculture and by leadership in modern manufactures and trade.

C. Eastern Europe; lands which have been backward in modern development, but have lately been pushing forward to crucial importance in their effects on the world's future.

D. The role of the European abroad, both in setting up new nations in lands suited to transplanted European populations, and in imperial developments of other kinds.

The remaining units turn to more of a world-wide view, with emphasis on the interdependence of international trade, but not neglecting the cultural and political aspects of the world's peoples. The study of particular parts of the world in the preceding units should provide pupils with a fresh knowledge of locations and geographical conditions which can be drawn upon and also rounded out in considering scattered places as they fit together in the patterns of resources, trade, and the political map of the world.

VI. The Distribution of Natural Resources. (Previous study of resources used in various particular lands for local subsistence as well as for interchange with other countries, will be rounded out with an emphasis on differentiated resources over the world, and on some questions of the wise use and future prospects of the world's resources. The resources of the United States, studied in the 7th grade, should be reviewed here with increased attention to the interaction of the supplies and the demands of our own and other countries.

The geologic and physiographic basis, of how the materials of the earth came to their present composition and form, and of the forces now operating upon them for further change, may be brought in as far as the interest and abilities of both pupils and teacher may suggest.)

A. Interdependence of the world's agriculture; varied plant and animal resources whose benefits can be made available to far parts of the world; how the world's supply of food and other agricultural products is affected by man's care and invention and also by his destructive tendencies and by the still uncontrolled forces of nature.

B. Minerals which have played a prominent part in the world's affairs, and especially those which are vital raw materials of modern industry; geographical distribution of the supply and demand for them; conservation, scientific advances, and the future prospects of materials to meet the world's needs.

C. Power resources, from muscle power and vegetable fuels to modern dependence on coal, petroleum, and water power, and future prospects from atomic energy and other advances of science; also the interrelations of power resources and other uses (as the varied importance of water resources, and the use of fuel substances for making synthetic materials).

VII. How the World is Brought Together:

A. The distribution of population; how centers of population minister to their own local needs and serve as intermediaries in the interdependent work of the world (manufacturing, market facilities, financing and managing trade, also government and cultural interests); important cities and industrial areas, and how natural and historical conditions account for their location and activities.

B. Routes and facilities of transportation, by land, sea and air.

C. Communication; both the physical means of transmitting messages, and the ways of promoting understanding and cooperation.

VIII. Optional final unit on the nations which make up the world's map, as a final review and filling in of gaps, with which may be combined some time allotted for final reports on individual and committee studies carried on by pupils in lines of special interest. (These purposes may, however, be worked in with the world-wide treatment in units VI and VII instead of forming a separate unit.)